

GROUP LESSON PLAN #3

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CTE Level III Program

BMAS

Title

Critical Thinking & Problem Solving Skills

Summary

This lesson uses the internet to research companies and present information on critical thinking and problem solving regarding given scenarios.

CTE Program Competencies/Indicators Addressed in this Lesson

Competency: Oral Communications (4.0)

Indicator: 4.1 Conduct research

Indicator: 4.5 Demonstrate appropriate technologies

Indicator: 4.7 Deliver presentation

Competency: Business Ethics (11.0)

Indicator: 11.1 Differentiate between ethical and legal

Indicator: 11.4 Evaluate safety and health

Arizona Academic Standard Content Area Addressed in this Lesson

Academic Standard content area: Reading

R-P1 Apply reading strategies such as extracting, summarizing, clarifying, and interpreting information; predicting events and extending the ideas presented; relating new information to prior knowledge; supporting assertions with evidence, and making useful connections to other topics to comprehend works of literature and documents.

PO 2. Summarize the main points

PO 3. Make predictions based on evidence presented

PO 4. Extend ideas presented in the text

PO 5. Connect prior knowledge to information available

Academic Standard content area: Writing

W-P1 Use transitional devices, varied sentence structure, the active voice; parallel structure; supporting details, phrases and clauses; and correct spelling, punctuation, capitalization, grammar and usage to sharpen the focus and clarify the meaning of their writings.

PO 1. Use transitions

PO 2. Vary sentence structure

W-P4 Craft a cohesive research document that develops a logical argument or thesis; contains comprehensive, supporting information from a variety of credible and cited resources; and conforms to a style manual.

Learning Objectives

Upon completion of the lesson, the student will be able to:

- Learning Objective: Use the Internet as a research tool
- Learning Objective: Organize information from multiple sources
- Learning Objective: Create an outline for a paper
- Learning Objective: Produce presentation
- Learning Objective: Students will demonstrate critical thinking and problem solving skills

Evaluation

Students will be evaluated on presentations and written paragraph.

Description of Evaluation Task:

1. Use MS Word to write paragraph.
2. Use PowerPoint for presentation.

Conditions under which the evaluation should be administered:

Students will give oral presentations as groups. Students will give written paragraph as individuals.

Criteria for evaluation:

Duration

- 1.5 hours – Research
- 1.0 hour – Presentation
- .5 hour – Individual Summary

Materials

Pens
Paper
Poster Board
Markers

Technology

Computers – Written reports
Internet – Research

“Hook”

Word Scramble – (10) words scrambled as license plates. Words will include critical thinking and problem solving terminology.

Procedure

Students will be split into three teams of 5 and will be introduced or reminded of the critical thinking and problem solving process.

Step 1:

Procedure: **Do research on businesses that are considered high performance.**

Websites: **mayoclinic.org, nordstroms.com, ritzcarlton.com**

Step 2:

Procedure: **List 3 scenarios of issues that may occur in the business situations (see attached).**

Probe questions for students: **Have you ever been in a situation where you were frustrated in dealing with another person? How did they treat you and how did you respond?**

Step 3:

Procedure: **Give presentations on businesses and conclusions to scenarios.**

Materials/Equipment needed for this step (attach copies): **PowerPoint**

Supplemental Activities

Class discussion

Attachment

Scenario #1

Mayo Hospital's policy on visitor yours are that all visitors must check in after 6:00 with identification. IT is 7:00 and Justin Timberlake arrives to see another group member and he has no ID. He insists on being let in. What do you do?

Scenario #2

Winona Ryder is at Nordstroms for their June 4th half-day off sale. You have been watching as she has been filling her bag with merchandise.

Scenario #3

Maureen comes to Phoenix for a school conference. When she arrives at the hotel, she finds that the hotel is overbooked. She has a reservation and a confirmation number. You are the check-in clerk; what do you do?